Rubrics for School Administrator Candidate Portfolios, MoSTEP 1.3

1.3.1 A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Meets the Standard The Beginning School Leader ...	Does Not Meet the Standard The Beginning School Leader ...
Understands the need for and the process of collaboratively developing a vision and mission based on student learning and relevant demographic data pertaining to students and their families.	Exhibits ignorance or disregard for the need to collaboratively develop a vision and mission based on student learning and relevant demographic data pertaining to students and their families
Recognizes the need to communicate and model the vision and mission to all stakeholders through varied means (symbols, ceremonies, stories, etc.).	Seems disconnected from the vision and mission and does not communicate it to all stakeholders.
Recognizes and can address barriers to achieving the vision.	Does not work to eliminate barriers to achieving the vision
Recognizes everyone's contributions to implementing the vision and mission.	Takes a top-down attitude toward implementing the vision and mission
Uses the vision and mission to shape programs, actions, & plans.	Rarely if ever uses the vision and mission to shape programs, actions, & plans
Clearly articulates objectives & strategies and the means by which those objectives & strategies will be monitored and evaluated.	Infrequently identifies objectives & strategies for addressing issues and may take a haphazard or unilateral approach to taking action, monitoring actions/plans, and evaluating actions and their consequences.
Identifies and draws upon existing resources	Tends to disregard, ignore, or exhibits lack of awareness of existing resources.
Understands the need and processes for regularly and collaboratively monitoring, evaluating, and revising the vision, mission, and implementation plans based on student-learning data.	Sees the vision and mission as static and, therefore, does not see the value in regularly and collaboratively monitoring, evaluating, and revising the vision, mission, and implementation plans based on student-learning data.

1.3.2 A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Meets the Standard The Beginning School Leader ...	Does Not Meet the Standard The Beginning School Leader ...
Treats everyone with fairness, dignity, and respect.	Tends to favor some people over others and so does not treat everyone with fairness, dignity, and respect.
Recognizes the need for promoting professional development focused on student learning and consistent with school vision and goals, high expectations, and an attitude that everyone can succeed	Does not appear to recognize the need for focused professional development, basing decisions regarding professional development on issues other than student learning, school vision and goals, high expectations, and/or an attitude that everyone can succeed.
Demonstrates the ability to create and regularly assess the effectiveness of a school culture and climate in which students and staff feel valued and important, in which responsibilities, contributions, and accomplishments of students and staff are acknowledged and celebrated, in which life-long learning is encouraged and modeled, and in which high expectations are held for self, students, and staff.	Does not appear to see the need for or value of regularly assessing the effectiveness of a school culture and climate. Appears not to view students and staff as valued and important individuals. Does not promote or model life-long learning or high expectations for self, students, and staff.
Bases curricular, co-curricular, and extra-curricular decisions on a variety of information sources, including research, teachers= expertise, and the recommendations/standards of state and national learned societies.	Bases curricular, co-curricular, and extra-curricular decisions on a narrow and/or superficial range of information sources.
Is able and inclined to promote and facilitate a learning environment in which diversity is viewed as an asset, in which every student is provided multiple opportunities to learn, and in which technologies are used in teaching and learning.	Appears to view diversity as a barrier or problem rather than as an asset. Does not see the need for every student to have multiple opportunities to learn or for an environment in which technologies are used in teaching and learning.
Understands and exhibits the inclination to promote and use a variety of methods for assessing student and staff performance	Understands and employs only a narrow range of methods for assessing student and staff performance.
Understands and employs a variety of supervisory and evaluation models	Leans heavily on one or two ineffective, overly-traditonal, or inappropriate supervisory and evaluation models.
Demonstrates the ability to develop pupil personnel programs to meet the needs of students and their families	Does not seem to value or promote pupil personnel programs to meet the needs of students and their families.

1.3.3 A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Meets the Standard The Beginning School Leader ...	Does Not Meet the Standard The Beginning School Leader ...
Uses knowledge of learning, teaching, and student development to inform management decisions.	Is not inclined or able to use knowledge of learning, teaching, and student development to inform management decisions.
Demonstrates the ability and inclination to involve stakeholders in decisions and shares responsibility to maximize ownership and accountability.	Takes a top-down or unilateral approach to decision making, rarely involving stakeholders in decisions.
Uses effective problem-framing, problem-solving, conflict-resolution, group-process, consensus-building, and communication skills to identify, confront, and resolve problems and opportunities in a timely manner.	Rarely takes time to use effective problem-framing, problem-solving, conflict-resolution, group-process, consensusΒbuilding, and communication skills to identify, confront, and resolve problems and opportunities in a timely manner.
Demonstrates an understanding of effective collective bargaining and other contractual agreements related to the school.	Takes an adversarial approach to managing collective bargaining and other contractual agreements related to the school.
Exhibits the ability to manage and regularly assess and evaluate the effectiveness of operational systems and procedures designed to maximize opportunities for successful learning and the attainment of the school=s vision and goals.	Appears only to assess and evaluate the effectiveness of operational systems and procedures when they are in crisis or when preparing for external review. Rarely defines systems and procedures in terms of maximizing opportunities for successful learning and the attainment of school=s vision and goals.
Exhibits the ability to ensure that school plant, equipment, and support systems operate safely, efficiently, and effectively	Takes a hands-off approach to managing school plant, equipment, and support systems until they become problems.
Understands the need to create and maintain a safe, clean, and aesthetically pleasing school environment	Appears not to value creating and maintaining a safe, clean, and aesthetically pleasing school environment.
Aligns and manages time and resources (financial, human, and material) to maximize attainment of organizational goals	Employs a haphazard, idiosyncratic or inefficient approach to managing time and resources (financial, human, and material).
Understands and expresses the need to maintain confidentiality and privacy of school records	Does not regularly demonstrate the ability or inclination to maintain confidentiality and privacy of school records.

1.3.4 A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Meets the Standard The Beginning School Leader ...	Does Not Meet the Standard The Beginning School Leader ...
Demonstrates a commitment to high visibility, active involvement, and communication with the larger community	Does not understand or acknowledge the need to engage the larger community in the affairs of the school.
Collaboratively develops and implements a comprehensive community relations plan that uses information about family and community concerns, expectations, and needs; that identifies and nurtures relationships with community leaders; and that involves a variety of outreach activities in which the school and community serve one another as resources.	Demonstrates a haphazard approach to developing and implementing narrow, ill-informed, and/or naively conceived community relations plans. Takes an isolated and isolating approach to community relationship building
Understands how to establish partnerships with area businesses, institutions of higher education, and community youth and family service groups to help the school solve problems and achieve goals	Appears unaware of the need to establish partnerships with area businesses, institutions of higher education, and community youth and family service groups to help the school solve problems and achieve goals.
Demonstrates the ability to develop and maintain effective media relations	Demonstrates little knowledge of how to develop and maintain effective media relations.
Models community collaboration for staff and provides opportunities for everyone to develop collaborative skills	Appears disinclined to engage in community collaboration within or outside the school.
Recognizes and values diversity, as evidenced in equitable treatment of all community stakeholders even when the values and opinions of individuals and groups may conflict	Appears to view diversity as a stumbling block and does not demonstrate the ability to engage in equitable treatment of all community stakeholders especially when the values and opinions of individuals and groups may conflict.
Understands the necessity of using public resources and funds appropriately and wisely	Sometimes uses public resources and funds inappropriately and unwisely.

1.3.5 A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Meets the Standard The Beginning School Leader ...	Does Not Meet the Standard The Beginning School Leader ...
Demonstrates understanding of the purpose of education and the role of leadership in modern society.	Appears unable to connect decisions and behaviors to the purpose of education and the role of leadership in modern society.
Possesses and reflects upon a personal and professional code of ethics and expects others in the school community to behave ethically and with integrity.	Makes little mention of a personal and professional code of ethics and rarely uses it to reflect on actions and decisions. However, may expect others in the school community to behave ethically and with integrity.
Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance and that reveal an appreciation for and sensitivity to the prevailing values of the diverse school community	Does not consistently model the values, beliefs, and attitudes that might inspire others to higher levels of performance and/or that reveal an appreciation for and sensitivity to the prevailing values of the diverse school community.
Demonstrates the ability to serve as a role model through such actions as accepting responsibility for school operations, opening the school to public scrutiny, considering the impact of one=s administrative practices on others, treating people fairly, equitably, and with dignity and respect, protecting the rights and confidentiality of students and staff, and using the influence of office to enhance educational programs rather than for personal gain.	Does not consistently demonstrate the ability to serve as a role model through such actions as accepting responsibility for school operations, opening the school to public scrutiny, considering the impact of one=s administrative practices on others, treating people fairly, equitably, and with dignity and respect, protecting the rights and confidentiality of students and staff, and using the influence of office to enhance educational programs rather than for personal gain.
Recognizes and respects the legitimate authority of others	Has some trouble recognizing and respecting the legitimate authority of others.
Recognizes the need and desire to fulfill legal and contractual obligations	Sometimes appears inclined to skirt or disregard legal and contractual obligations.
Applies laws and procedures fairly, wisely, and considerately.	Inconsistently applies laws and procedures.

1.3.6 A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Meets the Standard The Beginning School Leader …	Does Not Meet the Standard The Beginning School Leader …
Understands the need and processes necessary to create and maintain a school environment that operates on behalf of students and their families	Rarely employs the processes necessary to create and maintain a school environment that operates on behalf of students and their families.
Can maintain open lines of communication and ongoing dialog with diverse community groups and decision-makers concerning trends, issues, and potential changes in the environment within which the school operates	Does not appear to value or appears disinclined to maintain open lines of communication and ongoing dialog with diverse community groups and decision-makers concerning trends, issues, and potential changes in the environment within which the school operates.
Demonstrates the ability to ensure that the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities	Exhibits ignorance or disregard for the framework of policies, laws, and regulations enacted by local, state, and federal authorities that impact the operation of the school community.
Understands how to shape public policy in ways designed to provide quality education for students	Does not acknowledge the need to shape public policy in ways designed to provide quality education for students.